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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on discipline (see EM 010 441, EM 010 442, EM 010 462, EM 010 470, and EM 010 471), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART TEN

DISCIPLINE

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 S10

Westinghouse Learning Corporation
Annapolis Division
2083 West Street
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United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Content Outline

Terminal and Enabling Objectives

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment I

Introduction to Discipline

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PART X - DISCIPLINE

Segment I - Introduction to Discipline

A. The Nature of Discipline

1. Why discipline is necessary (N-106)

   a. Human performance is greatly influenced by the state of discipline in an organization. Good discipline permits people to make maximum contributions to the attainment of their ultimate objectives. Order and discipline are inseparable; they depend on constant example and training. (NAVPERS 15934A)

   b. The word "discipline" generally carries the connotation of severity, an unreasonable curtailment of freedom, unnecessary restraints on personal conduct, endless restrictions, and required adherence to arbitrary or unreasonable demands of authority. Actually, discipline is the basis of true democracy, for it means the adherence of the individual to the set rules which man, through the experience of the ages, has found best suited to govern relations between individual members of society so as to protect the interest of the whole. Some of these rules are made by duly constituted authority and are written, while others which are sanctioned by customs and usage are unwritten.

   c. Discipline implies subjection to a control exerted for the good of the whole, the adherence to rules or policies intended for the orderly coordination of effort. Obviously, orderliness and discipline, to a very high degree, are indispensable to a military organization. In fact, without the requisite degree of orderliness, an organization which is otherwise military ceases to be such and becomes merely a mob. One of the primary responsibilities of a leader is the inculcation of discipline in his organization.

   d. Discipline is necessary for an ordered way of life.

      1) Human nature is not adverse to discipline.

      2) Most individuals work better and feel happier.

      3) Good discipline promotes individual growth.

      4) Good discipline develops potential and stimulates the will to do.

   e. The military by no means stands alone in its attitudes on discipline. Society needs discipline in schools, in church organizations, on highways, on athletic teams, and in business. (Readings in Leadership, p. 1-24)

2. Definitions of discipline

   a. The adherence of an individual to the rules which govern relations between the individual members of a society to protect the interests of the whole. (Wolfe, p. 194)

   b. In Latin, "to discipline" means "to teach".

   c. Discipline is "the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. Discipline is a state of mind that produces a readiness for willing and intelligent obedience and appropriate conduct. Discipline within a unit ensures stability under stress; it is a prerequisite of predictable performance." (FM 22-100, 1965, p.27)

   d. In the Navy, discipline means "a prompt and willing responsiveness to commands." (Wolfe, p. 195)

   e. Discipline is orderly or prescribed conduct or pattern of behavior. (Webster's, 7th ed.)

   f. Discipline is the ordering and control of the behavior of one's self or one's self or one's group in ways designed to facilitate the accomplishment of some defined end. (Tead, p. 178)

3. Factors common to all definitions

   a. Attitude of the individual (state of mind)

   b. To do the right thing

   c. Usually self-imposed

B. <u>Relationship of Discipline to Morale and Esprit de Corps</u>

1. Morale and discipline are inseparable, and trying to decide which comes first is similar to the pointless argument about the chicken and the egg -- it doesn't matter. In most instances, a unit without morale will not have true discipline; and conversely, without discipline, most organizations would not have good morale. The important point is that discipline and morale are mutually reinforcing, and that they are both primary responsibilities of the leader. (Careful consideration must be given to this point for special combat situations where units may have good discipline but poor morale)

2. Disciplinary problems become less and less as morale rises, and hence the amount of necessary supervision is reduced. Sick call cases are also proportionately reduced, and unrest becomes a thing of the past. "When one army is clearly superior in morale to its adversary, the result is usually decisive. Where numbers, equipment, discipline, and quality of leadership are relatively equal, superior morale is almost certain to win." (James D. Mooney in Beishline, p. 230).

3. The factors discussed in Part Nine (Morale-Esprit de Corps) are fundamental to helping (the leader) maintain discipline.

4. Effect of discipline on individual morale (HumRRO, pp. 210-226)

   a. Determined generally by the level of self-discipline among individuals. These levels fall along a continuum.

      1) The compliance level - Where an individual obeys orders, adheres to group norms, and performs his duties without actually accepting them.

      2) The acceptance level - Where an individual identifies with the organization, attempting to make (or remake) himself in its image.

      3) The internalization level - Where an individual no longer obtains his cues and responses from group, leader, or organization, but from his own value structure, attitudes, and intensely-held beliefs. Such an individual is said to be self-disciplined.

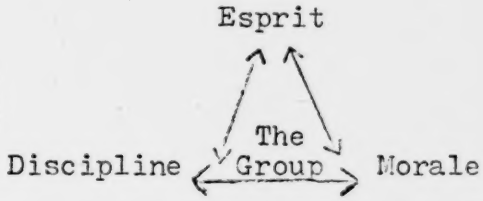
5. Effect of discipline on the group (esprit de corps): Degree of discipline determines a group member's willingness to forego individual satisfaction in order to fulfill the needs of the group and its mission.

   a. Regulating performance and behavior contributes toward a unified effort, which is fundamental to a military operation.

   b. Unit effectiveness is impaired when standards of performance and behavior vary among elements of the group. A military group can tolerate less variation in the behavior of its members because of the conditions under which the military group exists, e.g., combat, casualties, operation of expensive and dangerous equipment, interdependence of units.

c. To the group, and the group's effectiveness, little difference exists between the relative importance of discipline and esprit. When members of a group attain a common, positive attitude toward the group, a bond exists among them that will reinforce the presence of discipline and esprit and will aid the leader in maintaining a well-disciplined group.

1) Diagram



a) Discipline, morale and esprit are mutually dependent, mutually reinforcing and vitally necessary to group effectiveness and mission accomplishment.

C. The Evolution of Discipline

1. Historical concepts of discipline (Janowitz, p. 38)

a. In 1895, Captain E. A. Ellis wrote that the essential component of discipline for a traditional cavalry officer was "rigid adherence to rules, regularity, subordination, and devotion to the established government." He espoused a type of discipline based on authoritarian domination, and believed that a commander could and should resort to extreme punishment to enforce discipline. He also believed that enlisted men should not have privileges and that the leader ought not to be concerned with their welfare.

b. Captain M. B. Stewart, writing in 1905, put forth a different type of philosophy. His was one of the first articles that proposed that military discipline should shift from an authoritarian domination base toward a greater emphasis on manipulation, persuasion, and group acceptance of authority.

1) The Stewart thesis represents the beginning of a more rational and managerial approach to the organizing of men for combat.

2) Stewart was redefining, for the officer corps, the essentials of military discipline. His thesis was prophetic of the "team concept" stressed in the services today.

c. By 1914, the doctrine of positive discipline was firmly established. The basic concepts were:

1) Perseverance in the face of adversity.

2) Initiative.

3) Psychology.

4) Morale.

5) Balance between military discipline and democratic political processes.

   a) Military discipline is justified only because of its importance during warfare, but military law protects personal rights and liberties by limiting the power of the commander.

   b) "Whatever depresses morale, weakens discipline."

   c) "Training is the central issue because discipline rests on organizational efficiency and technical competence."

   d) "Every military commander might study psychology with profit." (Janowitz, p. 39)

2. Contemporary discipline

   a. S.L.A. Marshall has said that the philosophy of discipline has adjusted to changing conditions. As more firepower in weaponry has developed, forcing wider deployment of battle forces, the quality of the initiative in the individual has become the most praised of the military virtues.

      1) Weaponry has changed the nature of a combat unit from one where every soldier is basically a solitary fighter to one where every soldier is dependent on his immediate comrades as well as his own resources.

      2) Technology of warfare is so complex that the coordination of a complex group of specialists cannot be guaranteed simply by authoritarian discipline.

      3) The U. S. Navy image has tended to maintain a slightly more authoritarian pattern to its leadership because of the nature of the Navy's mission. Also, the social nature of shipboard life has not changed. Shipboard environment, where groups of men are isolated from other groups for long periods of time, as has been the case for several hundred years, has not changed as quickly as the environment of ground and air forces. (Janowitz, p. 44)

b. Modern discipline philosophy, because it centers on violence in situations of extreme crisis, reserves the right to exercise drastic sanctions against personnel. The sheer weight of the organization or situation ensures that most soldiers and officers will not resist minimum compliance; but whether they will demonstrate initiative, acceptance, internalization, self-confidence, and determination depends upon the managerial and organizational skill of the military profession. (Janowitz, p. 40)

1) Modern discipline rests upon the subordinate's willingness to accept the authority, expertise, judgment, and power of the leader. (Janowitz, p. 40)

D. Types of Discipline

1. Positive discipline

a. Definition: A composite of techniques aimed at developing a state of mind in which individuals endeavor to do the right thing, with or without specific instructions. (Wolfe, p. 195)

b. Characteristics of positive discipline (N-106A)

1) Positive discipline exists not only while men are under supervision but also while they are off duty.

2) Positive discipline is voluntary.

3) Positive discipline is based on knowledge.

4) Positive discipline is based on reason.

5) Positive discipline is based on loyalty.

6) Positive discipline is based on a sense of duty.

c. The self-discipline ideal: The best discipline is self-discipline, the individual doing the right thing because he wants to do the right thing. It exists not only when men are under the eyes of their superiors, but while they are off duty as well. (Wolfe, p. 95) In this way, men do not have to be controlled; they will control themselves.

1) Self-control (Leadership, NABTC, p. 17)

a) Self-control demands habitual, but reasoned, obedience to command, an obedience that preserves initiative and functions unfalteringly, even in the absence of a commander.

b) "...In a situation where there is no senior to give orders, the self-disciplined officer will do what he believes would have been ordered had a commander been there." (Cope and Bucknell, p. 237)

2) Elements of self-discipline

a) Such behavior is voluntary and is internally motivated.

b) It is based on knowledge, logic, loyalty, and sense of duty.

c) Each individual regulates his behavior by evaluating his projected line of action in terms of organizationally approved standards. (HumRRO, p. 212)

d) There is a common conception of proper conduct in a variety of relevant situations. (HumRRO, p. 212)

e) Expecting unflinching obedience and cooperation from his men, the self-disciplined officer will give the same obedience and cooperation to his seniors. (N-106)

3) "The best discipline is self-discipline." (Wolfe, p. 195)

2. Negative discipline (N-106)

a. Definition: Negative discipline is the exercise of corrective measures or the application of punishment and penalties to condition future behavior, not only in the individual subordinate concerned, but in the subordinate's group as well.

1) Negative discipline is based upon the fear of consequences that will follow a violation of rules or practices.

2) Discipline and punishment should never become synonymous. The leader should first attempt to influence men by the use of positive discipline. However, upon failure of the man to respond to these methods the leader should not hesitate to utilize punishment, or negative discipline, as a leadership technique. (N-106)

3) Punishment, or negative discipline, is like dynamite.

a) Strong and dangerous, valuable and destructive.

b) Effective to a degree when used rightly, alarmingly destructive when used wrongly.

4) John Paul Jones said: "No meritorious act of a subordinate should escape his (the naval officer's) attention or be left to pass without its reward, if even the reward be only one word of approval. Conversely, he should not be blind to a single fault in any subordinate, though at the same time he should be quick and unfailing to distinguish error from malice, thoughtlessness from incompetency, and well-meant shortcoming from heedless and stupid blunder. As he should be universal and impartial in his rewards and approval of merit, so should he be judicial and unbending in his punishment or reproof of misconduct." (Wolfe, p. 197)

b. Major considerations in administering negative discipline.

1) The leader's attitude

a) The happiest and most efficient ships are those where discipline is firm and where infractions are punished promptly, uniformly, and adequately.

b) An officer must be loyal to his men, take an interest in them, and make sure they are granted rights and privileges. He can drive men to obedience, but he cannot drive them to loyalty.

(1) An officer commends publicly and reproves privately.

(2) He doesn't lose his temper nor use sarcasm and ridicule in dealing with his men.

(3) Emphasis should be placed on keeping men out of trouble, or detecting trouble before it becomes serious.

(4) A "dutch uncle" talk or a private reprimand may save a mast or court-martial sentence.

(a) An officer should not talk or argue with a drunken man, but should turn him over to the master-at-arms for safe-keeping until sober.

(b) An officer should not stand by and let trouble develop when it is possible to stop or avoid it, e.g., a fight or argument between the crews of rival ships or services.

(c) He is unbending in the reproof of misconduct.

(d) He uses the Uniform Code of Military Justice as a tool for better discipline.

E. Indicators of Degrees of Discipline

1. In the individual (NAVPERS 16138-E, p. 135; Hays and Thomas, p. 179)

a. Professionalism and devotion to duty

b. Attention to details: Who? Where? What? When? Why?

c. Proper conduct on and off duty

d. Standards of dress, bearing, cleanliness

e. Alert responses

f. Prompt and correct action in an emergency

g. Careful use of property

h. Degree of enthusiasm exhibited

i. High degree of self-discipline

j. Cooperative attitudes among men

2. In the group (HumRRO, p. 213)

a. Proper senior-subordinate relations

b. Consistently high level of performance

c. Demonstrated confidence in the performance of duties

1) By subordinates as they perform

2) By superiors toward subordinates

d. Demonstrated mutual respect in the unit

1) Observance of military courtesy

2) Minimum of personal conflicts

e. Low incidence of punishable behavior

f. Minimal need for counseling by outside agencies

3. Discipline in combat vs. peacetime

In general, everyone in a combat command consistently accepts the necessity for prompt and strict compliance with orders and behaves accordingly. Discipline is very high, as each man's life or death is at stake. In peacetime, discipline is normally obtained through each man's fear of punishment. (HumRRO, p. 212) In a combat situation, the elements of discipline involving survival of self or ship take a higher priority than some peacetime indicators, e.g., helmets, life jackets, etc. The protocol, custom, appearance-type indicators may slip under pressure. When the pressure of continuous combat situations slackens, the leaders must work to restore proper levels of discipline in all areas, e.g., personal appearance, policing of ships, etc.

4. Discipline in transition from wartime to peacetime

One should be well aware of the great possibility of a marked increase in disciplinary problems immediately upon cessation of hostilities, especially in a unit which has been actively engaged in combat.

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Outline Reference	Terminal and Enabling Objectives	
A.1.d.	The M will select, from several choices the paragraph which correctly states the necessity of discipline.	TO 1
A.1.a.c.	The M will select, from several choices, the paragraph which correctly states the implications of discipline and its relationship to order.	EO-1
A.3.	The M will select, from several choices, factors which are common to definitions of discipline.	EO-2
B.4.	Given an example which illustrates an individual's level of self-discipline, the M will select, from several choices the level along the continuum of self-discipline which is illustrated.	TO 2
B.1.2.	The M will select, from several choices, the paragraph which correctly states the relationship between discipline and morale.	EO-1
B.4.	The M will select, from several choices, the levels of individual self-discipline.	EO-2
B.5.c.	The M will select, from several choices, the paragraph which correctly describes the effects of discipline on esprit de corps.	EO-3
B.5.c.a)	The M will select, from several choices, the paragraph which correctly states the relationships between discipline, morale, and esprit de corps.	EO-4

Outline Reference	Terminal and Enabling Objectives	
C.	Given a paragraph which describes a concept of discipline, the M will identify, from several choices, whether the concept is historical or contemporary	TO 3
C.1.b.2)	The M will select, from several choices, essentials of military discipline, as defined by CAPT M.B. Stewart.	EO-1
C.1.c.	The M will select, from several choices, basic concepts of positive discipline.	EO-2
C.2.a.	The M will select, from several choices, adjustments of the philosophy of discipline to changing conditions, as defined by S. L. A. Marshall.	EO-3
C.2.b.	The M will select, from several choices, factors upon which modern discipline rests.	EO-4
D.	Given an example which illustrates discipline among subordinates, the M will select, from several choices, the statement which correctly states the type of discipline and the characteristics which it illustrates.	TO 4
D.1.b.	The M will select, from several choices, characteristics of positive discipline.	EO-1
D.1.c.	The M will select, from several choices, an example of self-discipline.	EO-2

Outline Reference	Terminal and Enabling Objectives	
D.1.c.	The M will select, from several choices, the elements of self-discipline.	EO-3
D.2.	The M will select, from several choices, the basis of negative discipline.	EO-4
D.2.b.	Given an example situation in which an individual administers negative discipline incorrectly, the M will select, from several choices, the statement of violations which the individual has committed.	TO 5
D.2.b.	The M will select, from several choices, major considerations in administering negative discipline.	EO-1
D.2.b.	Given an example situation in which an officer is confronted with a drunken subordinate, the M will select, from several choices, the appropriate response that the officer should make.	EO-2
E.1.	Given an example of an individual's discipline, the M will select, from several choices, the indicators of individual discipline which are present in the example.	EO-3
E.2.	The M will select, from several choices, indicators of discipline in the group.	TO 6
E.3.	The M will select, from several choices, the paragraph which correctly describes discipline in combat vs. discipline in peacetime.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment II

Development and Maintenance of Discipline

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PART TEN - DISCIPLINE

Segment II - Development and Maintenance of Discipline

A. Reward and Punishment

1. Reward and punishment play an important part in the development of discipline.

   a. Men are very largely controlled by two motives, the hope of reward and the fear of punishment. (N-106)

   b. This control can be exercised externally by the group, leader or organization, or internally by the will, conscience or value system.

2. Influence of reward on discipline

   a. Definition of reward

      1) Basically, a reward consists of something of value that the learner or performer may obtain as a result of his good performance. For the reward to be of value, it must be something that:

         a) Satisfies a basic motive or

         b) Can be used to gain some satisfaction.

   b. Advantages of reward

      1) As a motivating device, a reward has the advantage of having a positive attraction. If a sailor wants a reward, he will be willing to expend a great deal of effort to get it.

         a) Expending greater effort is a quality of the disciplined sailor.

         b) Attaining the reward is a morale builder and increases a desire to continue to do well in the future.

   c. Disadvantages of reward

      1) As a motivating device, reward has certain disadvantages.

         a) It may foster the use of dishonest methods, e.g., .30 cal. pencil (cheating).

         b) When no more rewards are available, the individual may cease complying.

   d. Promised reward

      1) If a reward is promised, and then for some reason not delivered, discipline is damaged, often quite severely. (Hays and Thomas, p. 181)

2) Promising a reward to an individual may present him a temptation to cheat in order to obtain the reward without actually having earned it. (Hays & Thomas, p. 181)

e. Unexpected reward

1) An unexpected reward is an intermittent reinforcer; however, performance or discipline that meets the standard should be considered as reason for occasional reward if only to maintain that level. A reward granted after performance must be proportionate to the performance.

2) An advantage of an unexpected reward is that it causes learning to be more resistant to being extinguished. (Hays and Thomas, p. 181)

3. Influence of punishment on discipline

a. Definition of punishment

1) Punishment is considered as the opposite of reward. It consists of some unpleasantness that comes to the individual as a consequence of failing to meet the desired standard. (Hays and Thomas, p. 184)

b. Advantages of punishment

1) Easier to administer than reward

2) Easier to select a punishment that most men would wish to avoid than a reward that most would seek to achieve.

3) Shows behaviors to be avoided, and at times this may be highly important.

4) Useful as a motivating device (Hays and Thomas, p.185)

c. Disadvantages of punishment

1) Punishment, or fear of punishment, loses its effectiveness on building or maintaining discipline if the leader threatens to punish an individual and then fails to do so. For example, it is not unusual for junior officers to vaguely hint at punishment when giving an order, i.e., "Do this right, or you might find yourself in trouble." This threat may be easily forgotten by the officer when the task is completed, but the subordinates do not forget the promise of the threat. If the officer fails to take any necessary corrective action, the men will soon lose any fear of punishment.

2) It does not show individuals what to do, only what not to do.

3) Punishment creates an adversary relationship rather than a cooperative, or even competitive, relationship between leader and follower.

a) Group punishment (Hays and Thomas, p. 188)

(1) Group punishment is generally poor policy, but may be appropriate at times. When appropriate, the group must be warned beforehand that it will be punished if it fails to perform.

(2) Group rewards and punishments are most effective in accomplishing their purposes of learning, motivation, and group solidarity when they are based on duty performance rather than off-duty activities, e.g., a barracks inspection failure vs. a delinquency and AWOL rate.

B. Maintaining Effective Discipline (HumRRO, p. 224)

1. Orientation

a. Help new personnel to make sense of the organizational environment and then come to terms with it.

b. Utilize effectively the controls available: rewards, sanctions and paths to goals.

c. Inculcate values and high standards of military behavior.

d. Stress responsibility to the unit and to fellow sailors.

2. Information

a. Knowledge of regulations, procedures, and doctrine

b. Knowledge of one's duties, responsibilities, and requirements for conduct.

3. Training

a. Inculcate discipline through on-going, day-to-day operational training and activities.

b. Assure that learning experiences not directly devoted to disciplinary objectives do not produce learning contrary to those objectives.

4. Principles of maintaining effective discipline

a. The junior officer's task

1) Consideration, courtesy, and respect of junior officers toward enlisted men enhances discipline.

2) Men feel more secure if they know that reward and punishment come to them because of behavior, and not because of an officer's whim, mood, or preference.

b. Techniques to establish positive discipline. (Wolfe, p. 196)

1) Maintain a general attitude of approval by the organization.

a) A feeling of distrust on the part of the leader is soon transmitted to the men and causes a general sense of insecurity.

2) Let the men know what is expected of them.

a) Formal directives

b) Clear, verbal instructions, e.g., a new leader should be explicit about what <u>he</u> expects from his new unit, and should tell his men as soon as possible after taking command.

3) Keep the men informed of their mission. A man works better when he fully understands the relationship of what he does and how he does it to the whole task or operation.

4) Let the men know that their officers are behind them as long as they perform their duties to the best of their abilities.

5) Keep the men informed of the progress they are making. This is equally important whether the work is good or bad.

6) Use education rather than punishment where permissible.

a) Good training and education instill discipline by overcoming resistance to obedience and resentment of authority. (Clarke, p. 54)

b) Discipline should be used primarily to reinforce self-discipline in individuals or groups, penalties being applied only after educational methods have failed. (Pigors and Myers, p. 424)

C. In Combat - Fear and Discipline. (Hays and Thomas, p. 238)

1. Definition: Fear is a controllable emotion involving the whole physiological pattern induced by the action of the sympathetic nervous system.

   a. The characteristics of fear are unpleasantness, fatigue, and a desire to escape.

   b. Fear involves such individual symptoms as violent pounding of the heart, a sinking feeling or sickness in the stomach, trembling, and, in extreme situations, a loss of control of the bowels and bladder.

   c. Fear is a constant companion in combat. (Marshall, p. 238) General George Patton, in a famed World War II speech, made the following perceptive statement about fear:

      "Every man is frightened at first in battle. If he says he isn't, he's a goddam liar. Some men are cowards, yes. But they will fight just the same, or get the hell scared out of them watching men who do fight, who are as scared as they. The real hero is the man who fights even though he is scared. Some get over their fright in a few minutes under fire; some take hours; for some it takes days. The real man never lets fear of death overpower his honor, his duty to his country, and his innate manhood."*

   d. When discipline breaks down under extreme stress, panic or uncontrollable fear can result.

      1) Panic (HumRRO, p. 220)

         a) Panic can result when an individual is poorly equipped, or unprepared, to face an unexpected high-stress situation, e.g., a highly-disciplined leader may experience moments of near panic when it appears that the enemy has executed a tactic that he was not prepared to encounter during training.

         b) Panic behavior arises because the breakdown of discipline and coordination makes self-centered action appear to be the best from the individual's point of view. It occurs when danger is perceived as involving an immediate bodily threat.

         c) A threat does not really have to be present to cause panic; it need only be perceived as present. (HumRRO, p. 223)

d) When panic occurs, discipline, no matter how firm, is gone. However, a highly-disciplined individual is able to come back to reality and rationality much quicker than a less highly-disciplined individual. (Hays and Thomas, p. 239)

For example, it is possible for a carrier pilot to become panicked when he fails to get down on his first two passes, knowing that he is rapidly consuming his fuel. A pilot with good discipline will overcome the emotional and physical effects of panic, and land his plane correctly. A less highly-disciplined pilot may not be able to do so.

2. Techniques for preventing panic

a. Impart knowledge of fear to subordinates.

1) Fear is one of the important stresses that tend to reduce human efficiency in combat.

2) Preparation for fear should not be left to the minutes or hours just prior to combat, but should begin as soon as a man enters the service. It should be recognized that fear is shared by all.

b. The leader can request the medical officer to give a talk on the psychological effects of fear, its normalcy in times of danger, and the effect that extreme fear has on clear thinking.

c. Discussions of fear should be conducted by the leader to stress the natural emotion of being afraid, the symptoms to expect, and experiences of veterans on how they overcame fear during combat. The leader should keep the tone of his vocal assurances positive and optimistic.

d. Keep men busy

1) Cleaning weapons, general quarters drills, refilling sandbags, and repairing wire are all useful methods in fighting fear.

e. Dispel loneliness

1) If at all possible, keep men close together so they can see each other and converse easily.

2) Frequent personal visits to groups by the leader are reassuring and help relieve anxiety.

3) The leader can indicate where friendly units are located.

f. The leader should point out to his men that the enemy is also experiencing fear.

g. Overcome any lack of knowledge which is apt to cause panic by keeping men as informed as is possible.

h. Remove personal problems

1) Personal problems make an individual more prone to fatigue, and hence more vulnerable to fear.

2) The leader sees to it that he is the first person to whom the subordinate might turn in case of trouble, e.g., a man who is near breaking down mentally should be able to see the CO.

3) The leader should talk to his men about their private lives in a manner that does not appear to be invading their privacy.

4) The leader should take action to help the subordinate or indicate where help can be found.

i. Develop confidence in the individual and group.

1) Confidence is instilled primarily during boot camp.

2) The recruit goes through a succession of strenuous confidence exercises - running obstacle courses, learning to drill, parade, salute, read a map, fire a rifle, etc., all of which are meant to build confidence.

3) Progressively more difficult challenges should be presented to the individual so that his sense of confidence in himself is kept alive and growing.

4) Subordinates should be given team problems to solve in order to develop confidence in the team, as well as in the individuals on the team and and themselves.

j. Combat is the severest test of discipline. Where there is a genuine high state of discipline, it will be enhanced by combat but the veneer type of discipline will crack.

1) The prospect of an individual going into combat often tests if he has the discipline to face danger. The leader should help the individual to acquire self-discipline through the judicious use of encouragement, counseling, and mild punishment.

2) During training exercises, breaks on marches, or when aboard ship, the leader should briefly explain, before giving an order, the reason for the order.

3) During the training state, the leader can reduce tension by telling his men what he knows of the tactics and weapons of the enemy, or of the battle plan of the ship or task force.

D. Insubordination

1. The nature of insubordination

a. Insubordination is the failure, or refusal, of a subordinate to obey a direct order.

2. Techniques to prevent insubordination

a. Maintain discipline by reinforcement.

1) Discipline is the proper mental attitude which causes an individual to understand the necessity for obedience and to have a firm desire to comply, e.g., a well-disciplined unit will show more men volunteering for special tasks or even hazardous duty.

2) The leader can help with discipline by explaining at every opportunity, during the early stages of a subordinate's career, the importance of obedience and what it means not only to himself but to the unit.

a) Objectives of a group are themselves motivating. Individuals in the group who believe in the objectives of the group are likely to internalize group norms, such as discipline, easily.

b. Develop team spirit

1) Building team spirit reinforces discipline by instilling in the subordinate the idea that the safety and achievements of the unit are more important than the safety and achievement of the individual.

2) Platoon and company competitions are good methods for developing this concept of team spirit.

3) The spirit of "I won't let the guys down" properly engendered during training, will prevail against fears as well as insubordination later when pep talks, threats, flag-waving fail. (Buddy system to be expanded)

4) Team spirit can be encouraged and fostered by talks from the commanding officer.

E. Ideological Dissent

1. General Lew Walt has said that dissent and the "system" are incompatible. Given one, the other cannot work.

   a. "A tiny minority of dissenters is more than the military service can afford." A unit's discipline and casualties are almost always in inverse ratio--the higher the discipline, the lower the casualties. And dissent, of any kind, erodes discipline.

   b. A story: A young second lieutenant got into the habit of checking everything out with his men-believing in military democracy--but when the time came where he and his platoon were confronted by enemies in a strong, well-fortified position, there was no way for him, as the leader, to force the men to exert extra effort and reach into the reservoir of energy and bravery that well-disciplined soldiers possess. The men in the platoon, being used to his slack method of giving orders, were not all of the same mind about what should be done to overcome the enemy in their strong position. This is the worst kind of dissent, for it cost the young lieutenant his life, and the lives of many others were lost needlessly.

2. Such men (dissenters) are violating the oaths they have taken, and more seriously, they are endangering the security and welfare of their nation. They are involved in a dangerous self-destructive process. Few, if any, nations have fallen to enemies from without. They fall because of dissension within. (Life, 5/23/69)

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Outline Reference	Terminal and Enabling Objectives	
A.2.	The M will select, from several choices, the paragraph which correctly describes the influence of reward on discipline.	TO 1
A.1.a.	The M will select, from several choices, the sentence which correctly states the motives by which men are controlled to a large extent	EO-1
A.2.b.	Given an example situation in which reward is used to control behavior, the M will select, from several choices, the paragraph which correctly describes advantages of reward as a motivating device.	EO-2
A.2.c.	Given an example situation in which reward is used to control behavior, the M will select, from several choices, the paragraph which correctly states disadvantages of reward as a motivating device.	EO-3
A.2.e.	The M will select, from several choices, an advantage of giving unexpected rewards.	EO-4
A.3.	The M will select, from several choices, the paragraph which correctly describes the influence of punishment on discipline.	TO 2
A.3.b.	The M will select, from several choices, advantages of punishment.	EO-1
A.3.c.	The M will select, from several choices, disadvantages of punishment.	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.3.c.3)a)	The M will select, from several choices, the paragraph which correctly describes the conditions under which group punishment is appropriate and effective.	EO-3
B.4.b.	Given an example situation in which an officer wishes to establish positive discipline, the M will select, from several choices, the paragraph which correctly states techniques by which to establish positive discipline.	TO 3
C.1.	The M will select, from several choices, the paragraph which correctly describes the relationships among fear, panic, and discipline.	TO 4
C.2.e.	Given an example combat situation in which individuals exhibit loneliness, the M will select, from several choices, the appropriate response the leader should make to dispel loneliness.	TO 5
C.2.	Given an example combat situation in which individuals are displaying symptoms of fear, the M will select, from several choices, the paragraph which identifies the presence of fear and which states techniques to use to prevent panic.	TO 6

Outline Reference	Terminal and Enabling Objectives	
C.2.i.	The M will select, from several choices, the paragraph which correctly describes techniques to use to develop confidence in the individual and in the group.	EO-1
C.2.j.	The M will select, from several choices, the paragraph which correctly describes preventive measures against panic which are used during training exercises.	EO-2
D.2.	Given an example situation in which an officer has had problems with insubordination in the past and wishes to prevent its future occurrence, the M will select, from several choices, the paragraph which correctly states techniques to use to prevent insubordination.	TO 7
E.1.	The M will select, from several choices, the paragraph which correctly states the incompatibility of dissent and the "system."	TO 8